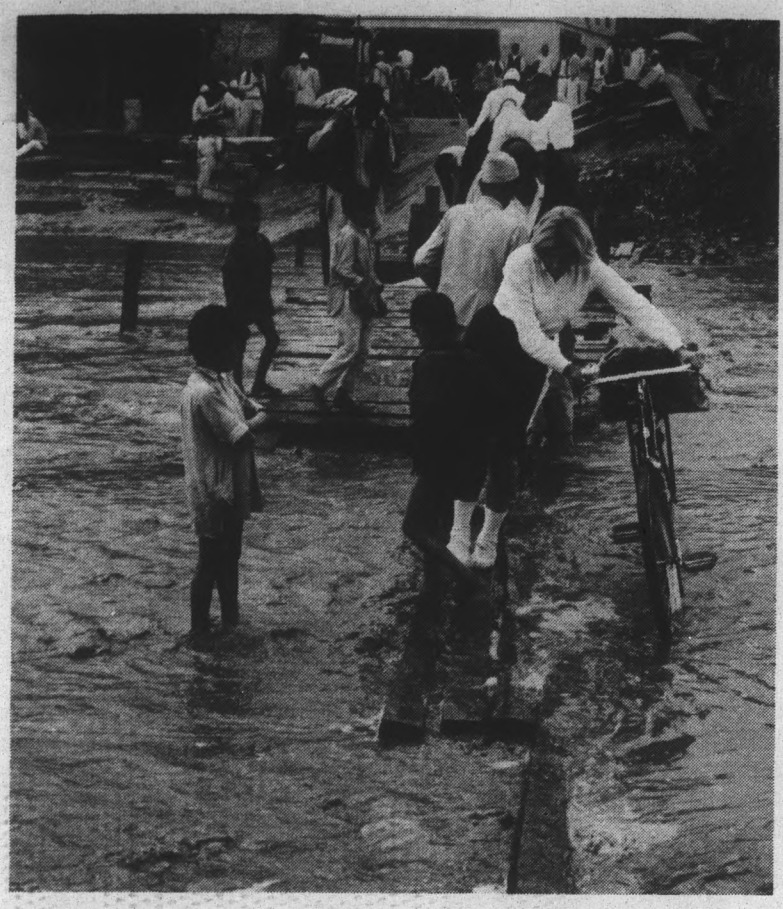
PEACE CORPS NEWS

VOL. 2 NO. 2 | A Special College Supplement | SPRING, 1964



Volunteer Beverly Fogg Heegaard, a graduate of the University of New Hampshire, teaches art, English and home economics in Nepal. Here she fords a river with her bike on the way to school. As usual, she got her feet wet.

Scholarships Available, Too

Returned Volunteers Flooded With Offers

When the first wave of Peace Corps Volunteers was channeled into several developing countries in 1961, service in the Corps was a risky business.

There was no assurance that a two-year stint in the Peace Corps would be anything but a liability to one's career. The organization was operating as a temporary agency under an executive order. Many Congressmen were skeptical about the program, thinking that it might become a haven for wild-eyed extremists and draft-dodgers.

Last year when the first Peace Corps Volunteers returned to the United States, their gamble paid off. Job offers as well as grant and fellowship opportunities poured in. Major industries made it clear that they want returning Peace Corps Volunteers to consider the business world before formulating plans for their life's work.

Reaction to the Peace Corps was almost universally favorable. The administration was pleased, members of Congress pledged full support and educators shouted praise.

John Monro, dean of Harvard College, said that "two years with the Peace Corps today can be as significant as a Rhodes Scholarship."

The President of IBM said it was clear to him "that members of the Peace Corps will be particularly employable when they complete their tours of duty. They will have demonstrated their ability to take on tough jobs under extremely difficult circumstances and to follow them through to their completion. There are never enough people of this kind available in any enterprise."

The response to Peace Corps Volunteers, according to Dr. Robert Calvert, director of the Career Information Service, "has been excellent. Colleges and business firms have been enthusiastic."

Over 40 colleges have earmarked 200 scholarships and fellowships for returning Volunteers. Social welfare agencies, youth organizations and service projects have ex-

(Continued on page 2)

Corps Seeks June Grads But Myths Still Persist

"Waiting for the college graduations in June is like waiting for the kick-off in the Rose Bowl Game," according to one Peace Corps official. "When the whistle blows it really breaks loose."

The official, Jules Pagano, Deputy Director of Training for the Peace Corps, explained that the Corps expects to recruit the bulk of the 6,000 Volunteers needed by September from the June graduating classes.

"We have 75 different programs scheduled to begin right after graduation," he said. "The slots for the 3,000 Volunteers returning this year will have to be refilled in addition to the 3,000 new jobs being created. All we have to do is get people to apply."

The biggest problem, according to Pagano, is dispelling some of the myths that have grown up about what the Corps looks for in Volunteers.

"Too many students think that all we need are people who know how to drive tractors, grow rice or prune trees. This is false. Liberal arts graduates, no matter what their major, are constantly needed.

"It's the liberal arts graduates," he said, "who fill the bulk of teaching assignments and who will be needed to help fill the backlog of requests for educational assistance in Latin America and other areas. Many of our community development workers are graduates with liberal arts backgrounds.

"The weird part about it," said Pagano, "is the fantastic opportunities being offered to some of the Volunteers overseas. Many Volunteers with only bachelors' degrees are being assigned as university faculty members. The demand for anybody who can teach the English language is terrific. Where else can anybody with a B.A. get a chance to teach at this level?

"Naturally most of the Volunteers assigned to teaching jobs work at the secondary level, but even this is unbeatable for giving the feeling that you are actually accomplishing something."

Educational programs will be expanding in Latin America, a region which previously requested mostly community development workers.

Another misconception held by many college students is that an applicant must be proficient in a foreign language.

"Many overseas assignments require only English," according to Pagano. "In some countries, English is the official language and much of our classroom teaching is done in English."

If a foreign language is needed, the Peace Corps will teach it to the Volunteer. "It is pretty ridiculous to expect the normal college graduate to know any Bengali, Arabic or Swahili," Pagano said.

(Continued on page 2)

Peace Corps Initiates Senior Year Program

A strong dose of hard work for little pay is being offered to 800 college juniors this summer by the Peace Corps.

The newly-established program will provide six to eight weeks of intensive summer training for college juniors who are planning to join the Corps after graduation. Six individual study areas have been arranged at six American universities for the summer project. The programs will emphasize language training and the development of skills which will be needed in projected overseas Peace Corps projects.

The six plans will provide training for:

- Secondary school teachers for English-speaking Africa
- Secondary school teachers for French-speaking Africa
- Urban community development workers for Spanish-speaking Latin America
- Rural community development workers for Spanish-speaking Latin America
- Teachers of English as a foreign language
- Volunteers who must learn exotic languages not ordinarily taught in American colleges

Each of the six training programs will also include courses in physical education, health education, American studies and Peace Corps orientation.

The students' home colleges will be asked to evaluate the summer program with a view toward granting credit for participants.

Juniors selected for the summer program will receive allowances to cover transportation. At the university training site, they will receive room and board, and a modest living allowance.

In the spring of 1965, those who have undertaken—and survived—the summer training will be notified as to which project they will be assigned.

A brief training period and final Peace Corps selection will follow the Volunteer's graduation. A successful applicant can expect to be overseas about 60 days after receiving his diploma.

Applicants for whom there is no room in the summer program will be processed in the regular manner for programs starting after their graduation date.

Mary Jo Weeks, a graduate of Southern Methodist University, has organized her pupils into a Girl Guide unit in North Borneo. She and her husband live at Mile Ten, a remote village under the shoulder of spectacular 13,000 foot Mt. Kinabalu.

The Editors

This special Peace Corps college supplement—distributed by the nation's college newspapers to nearly a million college students—was written and edited for the Peace Corps by four college editors.

The four who spent a week at the Peace Corps Washington headquarters preparing this supplement were:

Tom DeVries, editor emeritus of the **Roosevelt Torch** (Roosevelt University, Chicago); Everette Dennis, editor of the **Oregon Daily Emerald** (University of Oregon); Tom Donoghue, editor of the **BU News** (Boston University); and Dave McNeely, editor of the **Daily Texan** (University of Texas).

The supplement, a Peace Corps publication, is being distributed to college newspapers in cooperation with the newspapers, the U.S. Student Press Association and the Associated Collegiate Press.

Origins of the Peace Corps

Idea First Proposed To Michigan Students

It was just past midnight on a chilly October morning in 1960 when the young Senator from Massachusetts mounted the steps of the Michigan Union in Ann Arbor and asked a group of University of Michigan students if they were willing to go overseas to help their country.

"There was a hush," one observer said, "and the mood of the crowd seemed to change."

That was the first time that John F. Kennedy publicly mentioned the Peace Corps. He did so again in a nationally televised speech a month later at the Cow Palace in San Francisco which brought 30,000 letters of support for the idea.

Where did the idea come from? Since the Peace Corps is now so successful, many people have claimed credit for originating the idea, and many can be given credit.

The first legislation in the area was introduced by Congressman Henry S. Reuss (D-Wis.) in January, 1960. Reuss says he got the idea in 1957 during an inspection of the United States foreign aid effort in Cambodia.

Reuss brought the subject of an overseas youth corps into a speech at Cornell University. As he later said, "The response there—and wherever else I have discussed it—was electric."

Reuss's legislation — called the Point Four Youth Program—was sponsored in the Senate by the late Senator Richard Neuberger of Oregon and was added to the Foreign Aid Authorization Act. Eventually $10,000 was allocated to make a study of the plan and the Agency for International Development took the responsibility for getting the study done.

AID had a difficult time finding a group willing to take the contract, but finally Colorado State University's newly founded research center agreed to do it.

On June 15, 1960, after Reuss's proposal and before the money had been allocated for the study, Senator Humphrey proposed that a youth corps be set up. His legislation was the first calling for more than a study of the feasibility of the idea.

The Colorado group had just accepted the contract when Kennedy mentioned the idea at San Francisco. After he was elected, he established the Corps on a pilot basis by an executive order on March 1, 1961. Congress answered his request to set up the Corps on a permanent basis with a bill that President Kennedy signed into law on Sept. 22, 1961.

By the time the group had the report out, the Peace Corps had been going more than six months, and the first Volunteers were overseas.

How did President Kennedy get the idea? According to George Sullivan, who is writing a book on the Peace Corps and spent several months researching the origins, Kennedy's contact with the corps idea came from several sources. Reuss reports that he sent his information to Kennedy in August or September of 1960.

Among those who influenced Kennedy in the development of the Peace Corps program besides Ruess, Neuberger, and Humphrey, were Chester Bowles, Archibald Cox, Walter Reuther, Ted Sorensen, and Lyndon B. Johnson. Johnson had mentioned the idea in campaign talks even before Kennedy. Bill Moyers, who later became deputy director of the Corps, was a member of Johnson's staff at that time.

The early, derisive comments about the "Kiddie Corps" and "Disturbing-the-Peace Corps" have been replaced by such universal backing that the Peace Corps gets 94 to 96 percent of its annual appropriation request, which is much better than the average for other agencies. Peace Corps matters are usually passed by voice vote; a roll call vote has never been necessary.

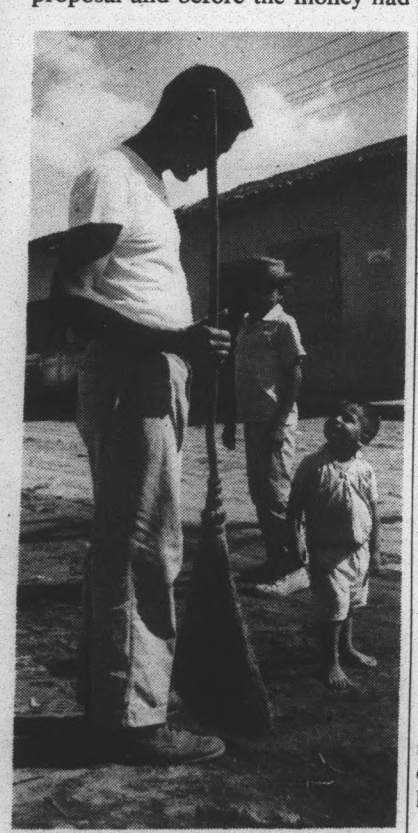
The success of the Peace Corps has been attributed to two things: the fact that it is apparently a good force for peace in the world, and the leadership of Peace Corps Director R. Sargent Shriver. Everywhere in Washington, Shriver is given credit for being the man who made the Peace Corps work.

Senator Humphrey wrote in 1961, "The effect of Peace Corps work will be invaluable. The citizen of an underdeveloped country may forget a case of American supplies quickly consumed; he may resent a load of American guns turned over to his government. But his memory of working with and sharing the skills of an American citizen will be strong and enduring. . .

"America's best resource is its people."

Reuss was asked his opinion of the implementing of his idea, and if he had any suggestions for improvements in the Corps.

"I think it's as close to being perfect as anything can be."



James Portman, a graduate of Penn State University, is an agricultural extension worker in El Salvador.

Job Offers . . .

(Continued from page 1)

pressed strong interest in returning Volunteers.

Such institutions as the University of Chicago, Rutgers, George Williams, New Mexico, Yale, Syracuse, New York University, New York State College and the University of Kansas are offering special grants and fellowships exclusively for returning Volunteers.

In recent testimony to the House Foreign Affairs Committee, Dr. Calvert noted that "approximately half of the former Volunteers are enrolled in a college or university. They are attending 117 different schools in all parts of the country. Among this group 99 hold fellowships, assistantships and scholarships with a total value of over $214,000."

About 15 per cent of the Volunteers who have returned took positions in private industry. Such firms as Shell Oil, Hilton Hotels and the Chase-Manhattan Bank enthusiastically sought volunteers.

The federal government has attracted a high percentage of returning Volunteers. The Peace Corps alone has now hired 51 Volunteers for administrative positions in Washington and overseas.

The Volunteer's experience overseas should provide him with an excellent internship for various kinds of federal careers overseas.

A large number of Volunteers are working as teachers. Calvert said that "one study showed only 13 per cent taught before entering the Peace Corps. Now 25 per cent want to make teaching their career."

The Peace Corps placement officer remarked that "one group of Volunteers who served in Nigeria is now making plans to serve migrant workers in this country by developing a mobile school."

Calvert heads the Peace Corps Career Information Service which was established to assist Volunteers returning from overseas with educational and occupational planning. The Service also serves as a focal point to which opportunities for returning Volunteers may be directed by educational institutions and by employers both public and private.

Corps Seeks . . .

(Continued from page 1)

The Corps has provided Volunteers with intensive language training in more than 40 foreign tongues.

"The Corps' only real language requirement," said Pagano, "is that the Volunteer have the native intelligence to learn one if his assignment calls for it. We don't consider it any real problem though. We've taught Punjabi to grandmothers heading for India and Pushto to farm boys going to Pakistan.

"Not that we're denying that it's a grind. Having a twelve week deadline to become fluent in one of these unusual tongues can be a little unnerving, but most college grads have done pretty well."

Most of the Peace Corps' present expansion plans are within the 48 countries they now serve. "The expansion is more or less internal," said Pagano. "In countries where we've had community development workers, we may add school teachers."

Countries where Peace Corps educational assistance programs have been operating will now also get health teams and rural development workers. It depends on what the host country requests and if Volunteers can be found.

"Yes sir," Pagano said, "Come June the roof is being lifted off this place . . . if they apply."

Drawing by W. Miller; ©1963, The New Yorker Magazine, INC.

"It's ironical. Our Peace Corps built their brickyard."

No Guarantee, But . . .

Volunteers Unlikely Draft Candidates

"We can't guarantee anything, but . . ." is the usual opening reply when a Peace Corps recruiter is asked the inevitable question about a returned Volunteer's draft status.

Corps officials who have been dealing with the problem for the past three years are the first to admit that the situation is far from being crystal clear. They do have a few of the answers, however.

The act of Congress authorizing the Peace Corps specifies that Volunteers should not be draft exempt. Although some legislators had felt that Peace Corps Volunteers should be released from military obligations, many were of the opinion that such a situation would result in a rash of applicants whose only motivation was avoiding the draft.

It was decided by the Selective Service Board, however, that service in the Peace Corps was definitely "in the national interest" and so a Volunteer could legitimately request a draft deferment. This is currently being done.

When a Volunteer's service in the Corps has ended, his deferment is terminated. Legally he is again eligible for the draft but actually few are called. "We actually only know of six Volunteers who have been drafted after they came home," said one Corps official.

Many of them have been returning to school to do graduate work and they just go back on their student deferment status," he said.

"Some of them get married and become deferred that way. Others wind up with government jobs that qualify them for deferment. Frankly," he said, "most draft boards look rather kindly upon returning PCVs. From what we know of the cases of returnees who have been drafted, it appears that they didn't have jobs or anything and were just hanging around.

"Draft boards can be pretty autonomous though and it's tough to say exactly why they might have a returnee drafted. We can advise a returnee about his status and write a letter to his draft board for him, but legally there is no recourse.

"Congress is aware of the situation," he said, "and since the first big crop of returnees are now coming back the situation is bound to move a little more into the spotlight."

Internally, Peace Corps Volunteers and staff members often take opposing views on "the draft exemption question."

"I don't want a draft exemption," said one returned Volunteer who is now working as a staff member in Washington. "Nobody with any sense actually thinks that spending two years in some mosquito infested jungle is easier than service, but I don't want anybody questioning my motives. I think the Volunteer feels a terrific sense of accomplishment which he might not get in the service, but still I don't think he should automatically be exempted."

Others feel differently. "When a guy comes back from a two year Peace Corps assignment he shouldn't have to start worrying about the draft," one Corps official said. "He's certainly made a sacrifice and performed a service for his country. In peacetime situations where there is no big draft call, I think Volunteers ought to be officially exempted."

Ironically, both sides agree that an official draft exemption would have no effect on the caliber of the Volunteer being sent overseas.

"We know what kind of motivation we're looking for in Volunteers and, frankly, anyone who is just trying to beat the draft usually doesn't get through the screening process. Even if he did, he'd probably be washed out in the first few weeks of training."

Cooperative Venture for Stability

Volunteers Encourage Cooperative Effort

The Peace Corps Volunteer is usually pictured with dirt under his fingernails, digging in the mud to help the lowly peon plant his crops. Actually, a large percentage of the Volunteers are involved in initiating a cooperative effort between people in areas where working together was unheard of before.

Community development, as this process is called, takes place in both villages and urban areas. It involves three steps.

First, the Volunteer must get to know the people and be accepted by them. This is described by Volunteers as one of their toughest problems because it is a relatively inactive period and they are unable to see any tangible results from their efforts. They may get to know the people by talking to them in cafes, meeting with them on the street or helping them in small chores.

The second phase consists of organizing the community to hold meetings at which local problems are presented. This stage is also difficult. It may take many sessions before the Volunteer can get an orderly meeting.

In the third and final stage, the Volunteer starts mobilizing the community to work on its defined problem. In many foreign countries, people are articulate and thorough planners, but sometimes become bored by the things they have planned. As one Volunteer said, "Our greatest enemy is the 'elaborate plan.' The idea becomes the substitute for the work and sweat that is really needed. We in the United States are a country of doers—we avoid elaborate planning and speech-making and quickly roll up our sleeves and go to work. Our greatest efforts as Volunteers are spent in getting the sleeves up."

The Volunteer must get the people of the country to do the work themselves. If the Volunteer does it himself, his time is wasted. Many Volunteers arrive in an area, and the villagers ask shortly, "Where are the bulldozers?" The Volunteer then might tell the villager to approach his own government about supplying a bulldozer. The idea is to get the people in the area to help themselves.

One example of a rural community development project was a cooperative vegetable-growing enterprise in Chile. A Volunteer talked 20 families into growing three kinds of vegetables together and marketing them together. By cooperating, they were able to rent a truck to take their harvest to town instead of each having to use his ox-cart. The profits were split among the families with a small amount to the cooperative to keep it going.

Some of the farmers made as much from one harvest as they made in two years working on the large, privately owned farms where they were employed.

Another project by the same Volunteer involved getting a bred sow from CARE and splitting the resulting litter among several families. The female pigs in the litter were bred, thereby producing a litter from each female. Of this third generation, one pig was given to CARE to repay the original loan, and one was given to the cooperative.

This has been criticized in some areas as communistic, but it is actually the highest form of free, private enterprise. Under communism, the state owns and controls everything. Under the cooperative program, the farmer owns his pigs and treats them as his own. The whole cooperative movement developed by the Volunteers could be described as a process of cooperative individualism.

Whether in urban or rural areas, the Volunteer is concerned primarily with getting the people to work together. He tries to develop the organization of the area so that the people will carry on after he goes home.

Although it is too early to tell with certitude, the indications are that the villagers will be capable of dealing with their own problems after two years of work with the Volunteer.

James Welcome, a graduate of the University of Illinois, is a member of a community development project, in Colombia. Here he supervises brick-making, a project the local people have undertaken with the help of the Volunteers.

Students Assist Campus Liaisons

There are more than 500 student Peace Corps committees working with college liaison officers. Some of the larger Peace Corps committees are at the Universities of California, Kansas, Purdue, Oregon, Minnesota and New Hampshire.

The University of California Peace Corps Committee keeps the office open throughout the day to handle applications from prospective Volunteers.

Bob Gale, director of Peace Corps recruiting, said "The active work being done by the California committee, and the fact that they are able to keep the office open throughout the day is undoubtedly one of the major reasons for the large number of Volunteers that come from California."

Other committees are presenting Peace Corps programs to local clubs, showing Peace Corps films and coordinating visits from Peace Corps personnel to the campus.

Students who are interested in setting up Peace Corps committees on their campus should write Bob Gale, Peace Corps, Washington.

Peace Corps Stays In Spite of Trouble

From Panama City a worried Peace Corps field representative sent telegrams to the 57 Volunteers in the country asking if they were all right. And from Santa Fe, 150 miles away, came the laconic reply: "I'm fine, thanks. And you?"

The answer is one detail in a story that is beginning to be standard in the Peace Corps: the Volunteer is rarely a victim of the daily diplomatic crisis; he can expect to continue his work virtually unhindered.

In the Panama crisis, six Volunteers were away from their sites when trouble erupted. They were escorted back to their areas by Panamanians and remained at work throughout the crisis—including the break in diplomatic relations.

Anti-American rioting in Arequipa, Peru, seemed to pose a danger to the Volunteers there until the people with whom they were working staged a counter-demonstration supporting the Peace Corpsmen.

Volunteers were also in Ghana, Tanganyika, Brazil, Cyprus and a dozen other African, Latin American, and Asian countries during strained or violent periods.

In the Dominican Republic, an army-sponsored coup overturned a democratic government and caused the suspension of diplomatic relations, but the Volunteers stayed on. In many villages, Peace Corpsmen say, the Volunteer is the only American anyone has ever seen and the news of a break in diplomatic relations matters to them not at all.

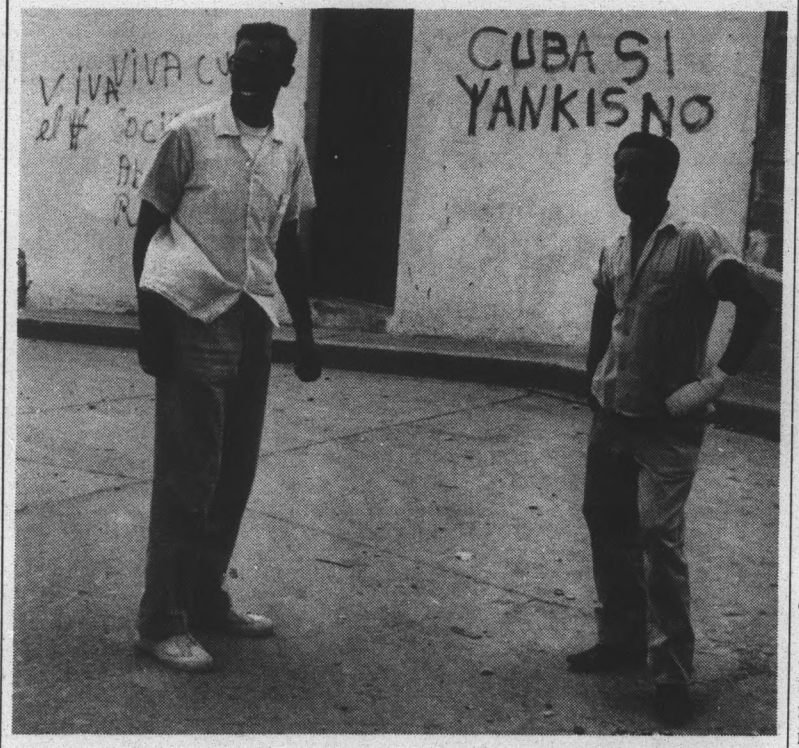
In Indonesia, the story is less dramatic but as impressive. The 30 Volunteers there arrived in two groups six months apart. The first group was met by anti-American demonstrations and the second welcomed by government officials.

The Peace Corps field representative in Indonesia, David Burgess, likes to cite the case of Medan in northern Sumatra. There, the newspapers launched a vicious attack on the Peace Corps and three Volunteer coaches.

While the editorial attacks continued—saying that Volunteers had been ejected from many countries and that they receive military and espionage training — the three coaches led the Medan city basketball team to the national championship and the swimming team set an Indonesian record.

Leveo Sanchez, Peace Corps desk officer for Central America explains why the Volunteer is such a successful diplomat. "He has identified himself with the community," he says. "To the people he is first a member of the community and a friend, and second an American."

He is the handsome American.



Jerry Page, a graduate of Colorado State University, does recreational work in the slums of Caracas, near the area where the Nixons were attacked in 1958. Here he is shown with one of his boys.

Corps Aids In Cities

There are no Peace Corps Volunteers working in Paris but not many of the 7,000 members are living in grass huts either. Many awaken in the morning to the sound of street cars and truck traffic.

"One of the most popular myths about the Peace Corps," said one official, "is that everybody is living in the jungle some place 700 miles from the nearest city."

Nigeria refutes this point, however. Peace Corps projects are concentrated in the six major cities. Volunteers there are teaching in secondary schools and universities.

Ibaden, in the western part of Nigeria, is exotic enough to fit the usual conception of a Peace Corps site—it is the largest all-Negro city in the world. Some 30 Peace Corpsmen are teaching there in secondary schools and universities. Another 25 Volunteers are working in Enugu, a city of 42,000 in eastern Nigeria.

Five hundred miles away in Liberia, 80 of the country's 300 Volunteers are working in one city alone—the capital, Monrovia. Members there are engaged in all levels of teaching; some hold public administration jobs in the government.

On the other side of the Atlantic, in Peru, the Volunteer is again found almost as often in the city as in the "bush." Nearly half of the Volunteers in Peru are in urban areas—60 in Lima alone. Significant numbers of Volunteers are also assigned to cities in Venezuela and Chile.

In Bolivia, there are Peace Corps Volunteers in villages, but a recent project sent Volunteers to supplement university teaching staffs in La Paz, Santa Cruz and several other large towns.

In Turkey, a Volunteer can expect to be sent to anything from a rural hamlet to a town of up to 50,000 population. Living conditions in any case are "fairly nice," according to Volunteers.

In Lagos, Nigeria, things are so good that drinking water need not even be boiled.

Most of the people on city assignments are teaching, but they are not trained teachers. The Peace Corps does not ask that Volunteers have experience—let alone training. Volunteers must have a bachelor's degree with a major or minor in the field which he will teach.

One Peace Corps official admitted that he prefers untrained potential teachers because they were more likely to have a good knowledge of their field and "be able to do other things too—like glaze windows."

In east Africa only one-third of the Volunteer teachers have had experience in schools in the United States.

Peace Corpsmen in secondary schools usually work under local head masters and teach the traditional subjects: language, math, science, and history.

Under the influence of Peace Corps teachers, however, many of the host country schools are now including technical courses in their curriculum. As many of the students will only attend classes for the first few years, Volunteers feel that it is important to teach subjects that they can use immediately in making a living.

The Volunteer's Motive-To Be A Do'er

No one who knew him at the University of California had any doubts about Bob Stillwell's future. The groundwork seemed pretty well laid out. A degree in political science and a handful of applications to law schools seemed to chart a promising future. But that was a year ago. Today the tall, blond Californian is not reading law at Harvard or Yale—he's teaching English to children in Nepal.

Bob Stillwell sidestepped the security of the so-called affluent society to serve as a Peace Corps Volunteer. Thousands of young, well-educated Americans have been motivated to go half way around the world to exotic lands to teach English, to develop local governmental units or to participate in other Peace Corps projects.

Does the Peace Corps Volunteer have the fervent, missionary zeal? Is he a flag-waving patriot who wants to tell underdeveloped peoples about America's virtues? Bob Stillwell's interest in the Peace Corps characterizes motives which have led thousands of college students to temporarily postpone their careers for voluntary service overseas.

Bob Stillwell is a composite of thousands of young Americans who want *to do*—to participate rather than remain detached observers. There is no real Bob Stillwell, but there are hundreds of Volunteers with similar backgrounds and desires. He wants to help people in developing countries learn the skills that have made the U.S. a powerful industrial nation.

The Peace Corps can foster better international relations. It is a way to work for peace and to be an intimate part of the progress of a developing nation, the tall Californian maintains.

Bob and his colleagues are not caught up in any desire to Americanize others. His expressions of patriotic feelings show a broad concern for strengthening the United States in its relations with other countries. He'd like to improve the U.S. image abroad.

There is something fresh and genuine about the enthusiasm of other Volunteers who trained with Bob. They ranged from a student of East Asian affairs who is writing his Ph.D. dissertation on the economic development of Nepal to an elderly grandmother who wants her children to live in a peaceful world.

He wants to apply his knowledge of English and inter-personal relations to another culture. He wants to gain inter-cultural experience, general knowledge and personal satisfaction through Peace Corps service.

Bob emphasizes a spirit of co-operation. He has no desire to go overseas to "help people" per se. He says he wants to work with the people, to motivate them to put into practice some of the principles which the Corps is pushing.

Service in the Peace Corps, Bob believes, will be an attractive asset on anyone's credentials. You have to have a certain amount of drive and stamina in order to stand up under the pressures which we face. It is a real experiment in self-knowledge.

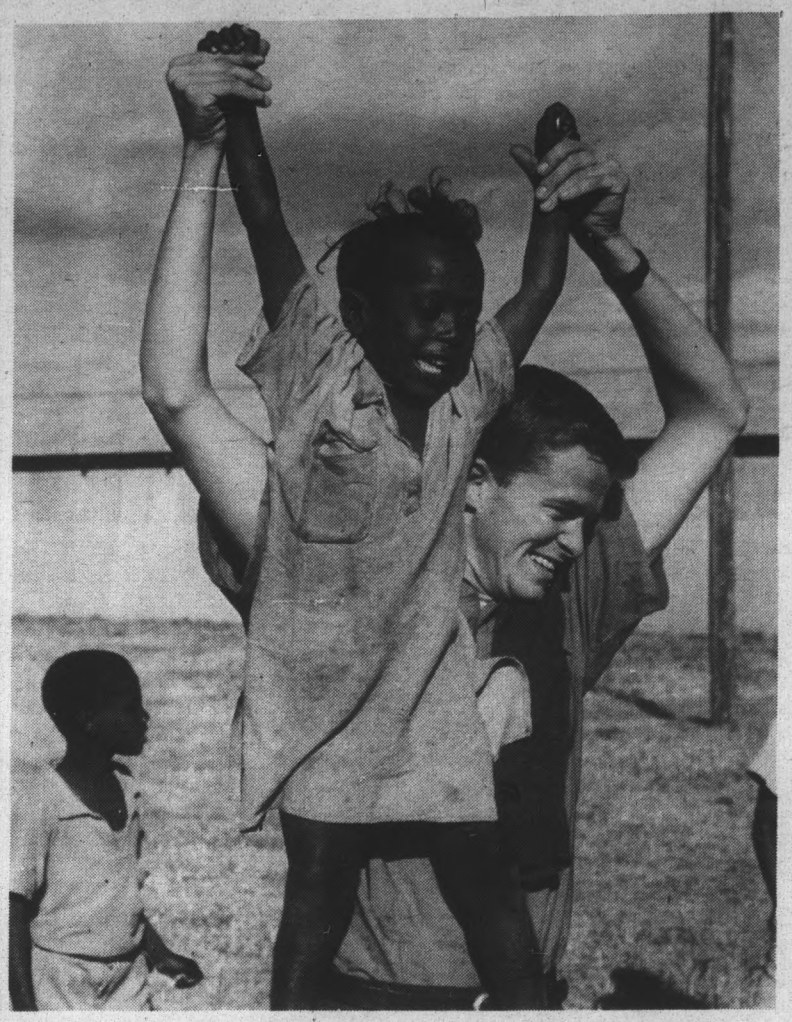
Not all of Bob's colleagues share in the scope of his altruistic outlook. Some Volunteers in Nepal and elsewhere are not particularly concerned with spreading democracy or combatting communism, but are more interested in traveling abroad and applying their knowledge. It is also an opportunity, as one agricultural worker put it, "to identify with something bigger than we are ourselves."

Bob has many of the qualities of the most successful kind of Peace Corps Volunteer. He is no wild-eyed idealist, neither is he a resigned pragmatist. He is both self-motivated and socio-motivated. He has a strong belief in the Peace Corps. He wants to build a better world and to change the American image. By the same token, he wants to work with people, to enjoy person-to-person contact, to teach, to apply his specific skills, to gain an inter-cultural experience, to learn and to further his own career.

Like most good Peace Corps Volunteers, Bob is quite specific about what contributions he hopes to make and he is not at all shy about what he expects in return. He sees the Peace Corps as a service organization with a primary function of helping the less fortunate.

There are Bob Stillwells at every college and university in the country. They all have similar motives which allow them to make the transition from four years of books and collegiate social life to aiding people in a developing country.

They are endowed with a certain kind of enthusiasm, vigor and verve. They live by strong personal convictions: seeking to serve others in the service of their country. They have a desire to learn another culture in depth. They want to travel and to combine adventure with education. They want to broaden their perspectives in a mature fashion. They want to challenge their strength and ingenuity. And they were in the chorus that answered President Kennedy.



Sam Fisk, a graduate of Columbia University, teaches at the Commercial School in Addis Ababa. As an extra-curricular project, Sam and other PCV's have organized a recreation program for the children of lepers. Here Sam plays with one of his young acquaintances.

Other Countries Begin Peace Corps Program

The United States is not the only country with a program to train volunteers for work in the social and economic development of countries in Latin America, Africa, and Asia.

The 13 national volunteer programs now underway vary in the amount of government support they receive, but all are characterized by a goal of putting young people into developing countries.

The Canadian University Service Overseas, for instance, is a privately financed organization which has placed 160 volunteers in some 30 countries. Most are secondary school teachers, youth workers, rural development specialists and medical personnel.

In South America, Argentina has begun training a group of 50 teachers to be placed in neighboring countries through the Organization of American States. The Argentine program is being financed by the government.

The Scandinavian countries are also involved in aiding the less industrialized nations. Denmark's program, called Dansk Ungdoms U-Landsarvejde, sent its first group of eight volunteers to Tanganyika last September and other volunteers are in training. Norway and Sweden are also in the early stages of planning and training programs.

By the end of 1962, international volunteer programs were considered important enough so that 43 nations gathered in Puerto Rico to discuss the future of the idea. They formed the International Peace Corps Secretariat to increase the supply of volunteer assistance available to the developing countries.

The Secretariat has offices in Washington.

While the International Secretriat concentrates on developing foreign service programs, it also assists developing countries to form their own national youth organizations for domestic work. Through these efforts El Salvador now has 60 volunteers working beside U.S. Peace Corps members in that country.

Other countries with volunteer programs underway include Australia, Belgium, France, Germany, Netherlands, New Zealand, and Great Britain.

New Call For Secretaries

The Peace Corps needs 100 experienced secretaries to serve as Volunteers in overseas Peace Corps offices as chief secretaries and office managers.

A director and subordinate staff members are assigned to each of the countries in which Volunteers are working. They are responsible for the activities of all Volunteer programs. In their assignments, the secretaries will have contact with high-ranking host government and U.S. officials.

In June, a special training program for the secretaries will begin at the Peace Corps headquarters in Washington. They will receive administrative training and training in language and area studies.

Candidates should submit a Peace Corps Volunteer Questionnaire to Secretary Recruitment, Peace Corps, Washington, D. C. 20525.

For further information, complete this form and mail to:

PEACE CORPS, Office of Public Affairs, Washington, D. C. 20525

Mr. Mrs. Miss_____ Date_____

Address:_____

_____

College or University_____

Level at present time (circle one): 1 2 3 4 Grad. Degree_____

Major_____

Major field of experience outside of school: (Jobs, Farm background, hobbies, etc.)

_____

_____

Date you could enter training:_____

'Over My Dead Body'

Pacifying Parents Poses Recruiting Problem

"Over my dead body!"

That was the reaction of one parent when his daughter expressed a desire to join the Peace Corps.

Dispelling fears and misconceptions of parents such as this is providing a new communications challenge for the Peace Corps staff.

The Peace Corps staff is giving increased attention to the need to keep parents informed of the Corps' operations and objectives as well as providing them with an awareness of the specific conditions which their sons and daughters can expect in the field once they become Volunteers.

"Objections from parents causes some Volunteers considerable psychological strain and in some cases may even keep potentially good Volunteers out of the Corps," according to Dr. Joseph Colmen, Peace Corps research director.

"Many parents," Colmen says, "are not aware that the Peace Corps can be a positive factor in a person's total development. In their minds, two years in the field is an unnecessary interruption of the student's career."

Colmen believes that there is an element of anxiety about the unknown—some parents don't quite understand why their son or daughter would want to spend two years of his or her life in a developing country. This kind of isolation provides an unhealthy environment for both physical and mental health, some parents believe.

Many parents' initial responses to the Peace Corps spring from a reservoir of misinformation which inevitably includes the mud hut image. As one Peace Corps official put it, "the parent sees his young daughter in some remote village, fighting exotic tropical diseases, isolated from civilization, hungry, tired and scared."

A special message to parents has been prepared to dispel many of the misconceptions about the Corps.

The message makes it clear:

- That Volunteers are not placed in work sites where the health hazards are so great that real dangers are posed;
- That living conditions are modest, but adequate, and not often sub-standard slum-like conditions;
- That Volunteers are never more than a few hours from telecommunications services;
- That Volunteers are not placed in any country where a record of instability poses an apparent danger, and that if the need should arise an emergency evacuation is available in every country;
- That the Corps offers long range intellectual development advantages and is an asset, not a liability, to an individual's career

The concern for parents' awareness in no way undermines recognition of the Volunteer as a mature and independent individual. The message to parents is given to each potential Volunteer after he makes the initial application. It is up to the student whether he wants to give it to his parents—he may just use it to answer questions and clear up doubts in his parents' minds.

Men like Dr. Colmen and his colleagues at the Peace Corps believe that by providing full information to parents a new spirit of co-operation and understanding will result among those involved both directly and indirectly in the Peace Corps.